

ACHIEVEMENT MOTIVATION AMONG URBAN AND RURAL STUDENTS OF KALABURAGI DISTRICT

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ABSTRACT

The present study focused on the influence of the residential area on the achievement motivation among urban and rural students of Kalaburagi district. The researchers tried to measure the level achievement motivation among the sample groups of the study and also compared to find out the influence of the living area. The objective of the study as follows – to measure the level of achievement motivation among the urban and rural students and to compare the level of achievement motivation among the urban and rural students. The hypothesis of the study – there would be significant difference in achievement motivation among the sample groups. There would be influence of residential area on the achievement motivation of students of urban and rural areas. Research tool - Achievement Motivation Scale adapted by Mishra & Srivastava (1990):- Achievement Motivation Scale is a self administering test and can be used as an individual and group test. It is a tool to measure student's attitude towards achievement in academic and other type of activities. This is a forced choice test consisting of 24 items which are to be responded as 'Yes' or 'No'. The test is directly scored from test booklet. The items are positive and negative in nature. Positive item is given one mark if answered positively by the subject. Scores could ranges from 0-24. Higher scores indicate high achievement motivation. Sample of the study – total one hundred students studying in degree level selected from the urban and rural areas of Kalaburagi district, fifty student from urban and fifty from rural areas. The subjects were given the needful instruction about the achievement motivation scale and study the mean, sd, t tests were used to find out the result of the research study.

Key words - achievement motivation, residential area.

INTRODUCTION

Concept of Achievement Motivation In the contest of the classroom, “motivation” refers to such characteristics of student behavior as interest, alertness, attention, concentration and persistence. These are motivational qualities of immediate interest to the teacher. If students will not pay attention, follow instructions

and complete assignments, it is obviously difficult to teach them. The educator is also concerned with long term motivational characteristics. For instance, the primary school history teacher wants students to develop a continuing interest in current events.

Significance of Motivation is concerned with arousal of interest in learning and, to that extent, is basic to learning. The teacher is ever on the alert to discover stimuli that will produce pleasant feelings or satisfaction in order that the interest of learner shall be maintained long enough for him to master definite ideas or subject matters. No lessons plan is considered complete unless it includes motivation. The teaching approach that is integral part of learning procedure often serves as the most effective form of motivation. The teacher attempts to relate the content of new learning material to experiences with which the learner is familiar and give him satisfaction. It is not sufficient, however, merely to develop an immediate or temporary interest. The learner must be motivated that his interest will be directed toward a definite goal which will take him beyond the experiences which are used as motivator's further learning. Important as motivation is in arousing learner interest, too much time and energy should not be given to part of lesson. Interest for its own sake can retard rather than encourage the mastery of new ideas. Education is a serious business, and a teacher should not try to entertain simply to motivate the learners. Motivation is effective only when it gives a mental set toward learning. Otherwise it is a distracting rather than a directing force.

The concept of achievement motivation has been applied frequently in the psychological literature to account for the behavior of different cultural and economic backgrounds. The major theoretical perspectives which have laid the basis for extensive body of research considers that the particular individual/group/culture possess achievement motivation to greater or lesser degree in the form competitive effort and individualistic striving which results in economic growth or success. This culturally specific notion of achievement, however, for a long time viewed as the universal model of achievement and a plethora of studies has been conducted to measure, compare and enhance achievement efforts. Achievement motivation is the expectancy of finding satisfaction in mastering challenging and difficult performances when discussed in relation to school achievement, achievement motivation is motivation to perform specific tasks for which there is a standard of excellence against which results can be judged, classroom teachers decide what learning tasks students are to perform and also to evaluate the quality of achievement.

METHODOLOGY

Need of the study - The present study focusing on the influence of the residential area on the achievement motivation of the students, it is also helpful for the future research on urban and rural areas of Kalaburagi district.

THE OBJECTIVES

- ✚ To measure the level of achievement motivation among the urban and rural students
- ✚ To compare the level of achievement motivation among the urban and rural students.

THE HYPOTHESIS OF THE STUDY

- ✚ There would be significant difference in achievement motivation among the sample groups.
- ✚ There would be influence of residential area on the achievement motivation of students of urban and rural areas.

RESEARCH TOOL

Achievement Motivation Scale adapted by Mishra & Srivastava (1990):- Achievement Motivation Scale is a self administering test and can be used as an individual and group test. It is a tool to measure student's attitude towards achievement in academic and other type of activities. This is a forced choice test consisting of 24 items which are to be responded as 'Yes' or 'No'. The test is directly scored from test booklet. The items are positive and negative in nature. Positive item is given one mark if answered positively by the subject. Scores could ranges from 0-24. Higher scores indicate high achievement motivation.

SAMPLE OF THE STUDY

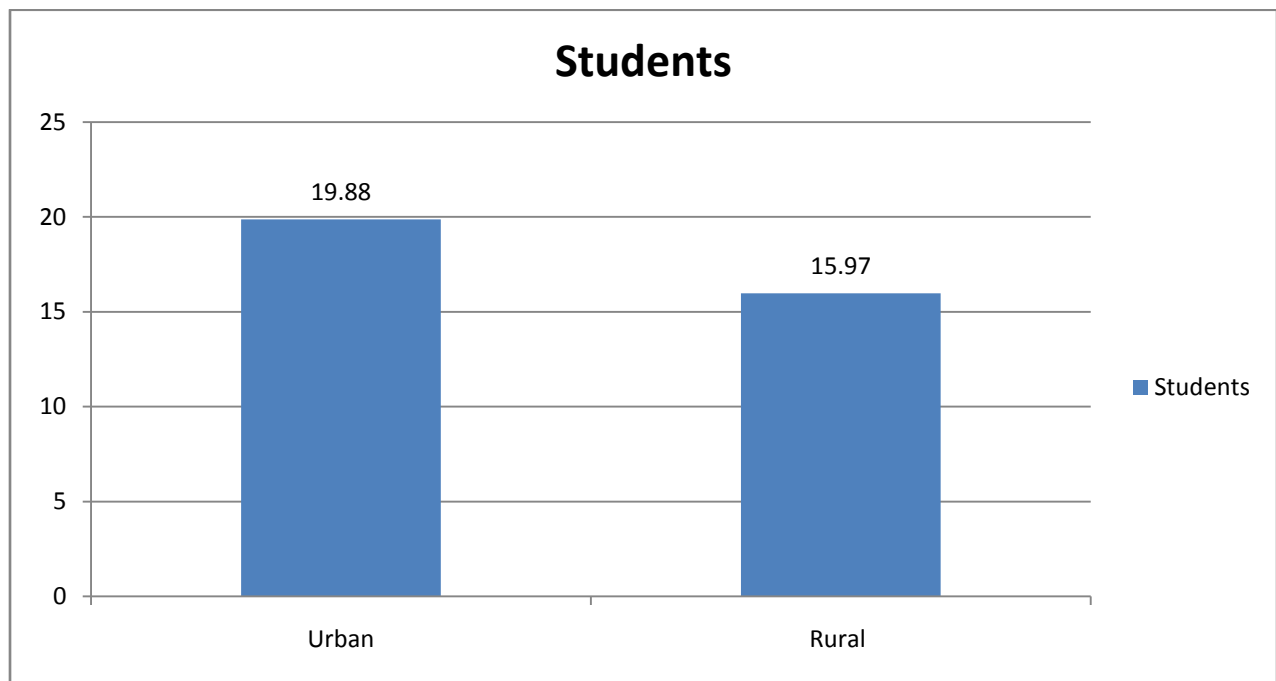
Total one hundred students studying in degree level selected from the urban and rural areas of Kalaburagi district, fifty student from urban and fifty from rural areas. The subjects were given the needful instruction about the achievement motivation scale and study the mean, sd, t tests were used to find out the result of the research study.

DATA ANALYSIS

Table No 1 showing the significant difference in achievement motivation among urban and rural students of Kalaburagi district.

| Students | N | Mean | SD | T value |
|----------|----|-------|-------|---------|
| Urban | 50 | 19.88 | 3.523 | 2.715** |
| Rural | 50 | 15.97 | 5.274 | |

Significant at 0.01 level



The result of the study showing that the urban students are having the higher achievement motivation than the rural students of the Kalaburagi district. According to the research scale the rural students are lower in the achievement motivation due to the difference in their residential area.

CONCLUSION

The residential area has the influence on the achievement motivation of sample belonging to urban and rural areas of Kalaburagi district. The urban students are higher in achievement motivation level than the rural students of the Kalaburagi district.

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